The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Advanced Group Work

Course Number:
SWK 5613-101

Course Description:
This course will provide advanced social work practice with groups using a social systems’ perspective to enhance well-being in the group context.

The purpose of this course is to provide students with advanced knowledge, values and skills requisite for evidence based group work. Within this context, students learn to facilitate group dynamics, and apply major theoretical frameworks with culturally sensitive modifications to various types of treatment groups. Prerequisite: Second year graduate standing

Class Dates, Location and Hours:
Dates: August 20-December 7, 2012
Location: Room 115, Zarrow Hall, 700 Elm Avenue, Norman OK
Hours: Wednesdays 5:30pm to 8:20 pm
Last day to enroll or drop without penalty: August 20, 2012

Site Director:
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Herman Curiel
Mailing Address: University of Oklahoma
School of Social Work
Zarrow Hall Room 302
Norman, OK 73019
Telephone Number: 405-325-1406
Fax Number: 405-325-2822
E-mail Address: hcuriel@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**Recommended, Not Required (These books are not provided by Advanced Programs):**


**Course Objectives:**

Upon successful completion of this course, students will demonstrate ability to:

- critically evaluate theoretical frameworks and practice models related to direct social work practice with groups particularly as they apply to diverse and at risk populations;
- demonstrate ability to recognize and utilize group dynamics and stages of group development to maximize positive outcomes;
- differentially select, plan, design/implement group work interventions and evaluations appropriate to group goals; and
- demonstrate application of social work values and ethical decision-making processes in working with groups.

**Integration of Specific Content Areas:**

A famous pioneer social worker, Charlotte Towle (1957) said: “Insofar as prejudices stem from ignorance, from misinformation, and from lack of experience or a narrow one-sided experience, they will give way as new knowledge is attained and as the worker’s range of identification with people widens (Common Human Needs, 1957, p.99).

This course uses readings & experiential exercises to learn how family beliefs & values shape adult beliefs & attitudes of both students & clients. The effects of societal oppression for minority groups due to age, race/ethnic culture, gender, sexual orientation, spiritual beliefs, socio-economic status or physical or mental disability are examined in context of professional social work values & practice implications.

**Teaching/Learning Methods:**

This course is designed to afford students cognitive and experiential learning that requires extensive reading & active participation in both class & small groups. Students are expected to be conversant with all readings. Keeping current with readings will facilitate class & small group discussions plus help with exams. On average students are expected to read a minimum of 60 pages or two chapters per week. To learn leadership & public speaking skills for future role as staff trainers’ students will take turns
presenting two power points based on key ideas from a chapter (one from each required text). A brief group exercise in support of content is desired. Please make copy of power-point presentation for class members. Instructor will make copies of presentation if received 24 hours before class start time. Students can share leadership role on long chapters. To learn group dynamics students are assigned to an experiential group. Each small group needs to decide on group purpose by submitting a plan due third week (see group plan handout). Instructor is available for consultation. Instructor uses a point system to determine grades (see grade matrix in VII.) Extra points may be earned by taking Gerald Cory’s self-administered on-line quizzes found at www.cengage.com. Each correct response taken before respective chapter presentation is worth one point. Half credit is earned for quizzes taken post chapter presentations. DO NOT SEND QUIZ RESULTS TO INSTRUCTOR! Keep record of quizzes, dates taken & number of correct responses, for final week of classes.

**Major Divisions of the Course:**

- Therapeutic group factors
- Group leader’s tasks in managing change groups
- Group composition & stages of group development
- Professional Standards & Ethics in working with groups
- Group intervention schools/theories

**Assignments, Grading and Due Dates:**

**Written assignments:**

There are four written assignments & two power point presentations.

- Power-point handouts for class presentations (minimum two)
- Group process analysis paper (due first week December)
- Book review: due first October week (guidelines attached).
- Case Analysis: The *Someday* Case

The Someday case assignment is used to help prepare students for the method of case analysis which is focus of the Spring Graduate Seminar. Students will be asked to read & write an analysis based on the Someday case. Instructor will explain the steps to achieve purpose of this assignment.

Case Analysis includes following components:

- **Problem identification:** A specific formulation of the problem or issue, usually not to exceed two sentences. This is not a question but a statement of the problem. A problem statement should succinctly identify the crucial themes or issues that contribute to the dilemma experienced by the social worker.

- **Contextual Analysis:** micro, mezzo, and macro dimensions (social, cultural, political/legal, organizational, economic, ethical, etc. Focus on critical issues that are challenging for the social worker.

- **Alternative strategies:** Identify a minimum of 3 **distinct** strategies to resolve the problem. Discuss advantages & disadvantages (or pros and cons) of each alternative strategy. Distinguish between what the decision-maker should do immediately and longer-term, and focus on the immediate strategy

- **Recommendation:** Includes: (1) one strategy chosen from the 3 alternatives with justification for its selection, (2) evidence based practice support for selected strategy, (3) how the strategy’s effectiveness will be determined (a plan for evaluation) and (4) at least one evidence based practice citation supporting the recommendation. Be sure your recommended strategy can be supported with available resources.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.
Methods of Evaluation:

A. Sources of student performance evaluation & weights used to determine semester grade include:

<table>
<thead>
<tr>
<th>Product or Activity</th>
<th>Points</th>
<th>Weight</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>100</td>
<td>10%</td>
<td>Mid-term &amp; semester end</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>100</td>
<td>15%</td>
<td>Multiple choice &amp; short answer</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td>15%</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
<td>10%</td>
<td>Conforms to assignment rules</td>
</tr>
<tr>
<td>Journal entries</td>
<td>100</td>
<td>10%</td>
<td>Weekly online group reflections</td>
</tr>
<tr>
<td>Power Point Presentations</td>
<td>100</td>
<td>10%</td>
<td>Clear synthesis, audience eye contact</td>
</tr>
<tr>
<td>Case Analysis</td>
<td>100</td>
<td>10%</td>
<td>Seminar practice</td>
</tr>
<tr>
<td>Group Analysis Paper</td>
<td>200</td>
<td>20%</td>
<td>organization &amp; theory application</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
<td>Not Applicable</td>
</tr>
</tbody>
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Performance expectations:

1. All absences must be made up by supplemental scholarly activity (e.g. submit an article critique published in a refereed journal that adds to student’s knowledge of interventions with groups. Failure to submit supplemental work will result in loss of five points per absence from total grade points.

2. Quality of class participation is judged by class attendance, active participation in class & small group discussions plus evidence of preparation for class presentations.

3. All written assignments are evaluated based on meeting assignment objectives which includes ability to follow instructions. All written assignments are expected to be neat, double space typed with references cited in APA (American Psychological Association) writing format. Each typographical, format or spelling error will reduce assignment grade by one point. Sentence structure errors will reduce assignment grade by two points.

4. Students are encouraged to make use of the University’s Writing Center located in Wagner Hall. Staff offers free tutoring services and paper writing consultation.

B. Exam Make-up Policy

Any student who misses an exam due to illness or family tragedy will need to take a makeup exam before next class period. A request for an “I” grade must be approved by instructor & School Director. The College of Arts & Sciences policy on “I” grades is for emergency situations that occur at semester end. A written agreement is required specifying work to be completed, date due and consequences for failure signed by instructor & student.

C. Grade Standards are as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior, consistent exceptional competence in written and oral performance</td>
<td>Total points equal or exceed 95%</td>
</tr>
<tr>
<td>B</td>
<td>Above average, class performance is frequently superior</td>
<td>Total points equal or exceed 85%</td>
</tr>
<tr>
<td>C</td>
<td>Average, medium quality in written work and class performance</td>
<td>Total points equal or exceed 80%</td>
</tr>
<tr>
<td>D</td>
<td>Below average, poor class performance</td>
<td>Total points equal or exceed 75%</td>
</tr>
<tr>
<td>F</td>
<td>Fails to meet basic expectations for performance, quality, and mastery.</td>
<td>Total points fall below 75%</td>
</tr>
</tbody>
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Cell Phones, Pages and Use of Computers:

As a courtesy to fellow students, please silence or turn off cell phones or pagers during class time. Use of computers is to be limited to class note taking.

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Herman Curiel, Ph.D., ACSW

Education
- 1979  Ph.D. in Curriculum and Instruction, Texas A&M University
- 1962  MSW, Our Lady of the Lake University

Current Positions
- Advanced Programs Professor since 1990
- Professor, School of Social Work, University of Oklahoma
- Adjunct Professor, Department of Geriatric Medicine, College of Medicine, University of Oklahoma

Frequently Taught Advanced Programs Courses
- SWK 5143  Models for Gender & Culturally Sensitive Practice
- SWK 5013  The Profession of Social Work
- SWK 5410  Social Work Practicum

Major Areas of Teaching and Research Interest
- Direct social work practice
- Clinical supervision
- Aging issues
- Ethnic considerations for social work practice

Representative Publications and Presentations

Major Professional Affiliations
- Member, National Association of Social Workers, Competence Certification Commission, Washington, D.C.
- Delegate to National Delegate Assembly, NASW
- Board member, Oklahoma Chapter, NASW

Representative Honors and Awards Received
- Appointee by NASW President to Competence Certification Commission, 1998-2001
- Who’s Who Among Hispanic Americans, 1994-95
- Visiting Associate Professor, University of Texas Medical School at San Antonio, Division of Geriatric Medicine, Spring, 1998